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ABSTRACT

A follow-up study was undertaken of 284 adults who were diagnosed as learning disabled during second grade in 1968. At the time of follow up, the sample was 26 to 27 years old; 91 of these individuals were located by telephone and 4 were contacted by mail. The follow-up study used a questionnaire to determine participants' current status in five major areas, including work, marital status, independent functioning, placement in the community, and relationships with their families. Parents were also interviewed. Results indicate that the adults previously identified as learning disabled had higher high school graduation rates and college and trade school attendance rates than did a national sample of U.S. adults. Specifically, 83 percent graduated from high school and 51 percent went to college, while 25 percent attended trade school. In addition, 83 percent were employed, and 67 percent were married. In general, these young adults viewed their school experience in a positive light and were generally content with their position in life. Appendices include the student and parent questionnaires. (SW)

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# FINAL REPORT

## A Longitudinal Follow-Up Study of 284 Adults Classified as Learning Disabled When They Were Second Graders

*(Contract #PF023CH70115-G008730579)*

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## ABSTRACT

The learning disabled population constitutes the single largest handicapping condition served under Public Law 99-142. At the present time, there is little information about the characteristics of this population when they reach adulthood.

This final report details a follow-up study of 284 adults who were diagnosed as learning disabled during their second grade school experience. They were diagnosed as part of an original study done by Rocky Mountain Laboratory to determine the incidence and nature of learning problems among second grade children. The 1968 definitive study provides a basis for the current study. The 284 learning disabled subjects were first identified when they were ages 7 to 8 years and are now 26 and 27. They were contacted by phone and administered a questionnaire to determine their current status in five major areas, including work, marital status, independent functioning, placement in the community, and relationships with their families. Parents were also interviewed.

The results indicate that these learning disabled adults had higher high school graduation rates and college and trade school attendance rates than a national sample of U.S. adults. These young adults, in general, viewed their school experience in a positive light and were generally content with their position in life at the present time.

## INTRODUCTION AND STATEMENT OF NEED

The term learning disability was coined by Samuel Kirk in 1963 to describe a group of children, adolescents, and adults who have learning impediments that are manifested by discrepancies among certain behaviors and achievements or between evidenced ability and academic achievement (Kirk & Gallagher, 1983).

The learning disabled population is thought to include about 3% of the total population if the definition promulgated by the U.S. Department of Education is used:

> "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or emotional disturbance, or of environmental, cultural, or economic disadvantage. (Federal Register, 1977, p. 65083)

Although it is possible to describe the condition, identification and assessment have been problematic. Wilson (1985) presents data from a study of children labeled learning disabled in Iowa to indicate that academic discrepancy is not enough to distinguish chronic low achievers from children with learning disabilities, and suggests that other criteria also be examined. Marston, Tindal, and Deno (1984) also suggest that the criteria for identification be expanded and refined in order to make more accurate placement decisions. Although it appears that additional criteria for labeling needs to be determined, there is no consensus concerning the criteria to be utilized. Fleisher, Sookak, and Jelin (1984), for example, indicate

that the use of selective attention deficits as a basis for classification is unwarranted.

Programs for learning disabled individuals have proliferated in an unequal fashion. Heavy emphasis in early learning disabilities intervention effects was directed at developing programs for younger individuals. Remediation efforts were directed at developmental areas including perceptual motor disabilities and oral language (Haring, 1982).

Although identification was difficult, it was initially hoped that intervention during the elementary school years would remediate learning disabilities and the child would then begin to function in a normal fashion. When this was not found to be the case, programs for adolescents were developed. These programs tended to focus on academic learning disabilities in the fields of reading, spelling, and arithmetic. As students emerged from this training, it became apparent that the training may not have prepared the student for adult life.

In a sample of students who had attended Vermont special education classes, it was found that most young adults who had jobs found them from "self-family-friend-network," and that part-time work during school, summer employment, and vocational training was positively related to post-school employment (Hasazi, Gordon, & Roe, 1985).

Fardig, Algonzzine, Schwartz, Hensel, and Westling (1985) describe the post-secondary experience for 113 rural mildly handicapped and found a positive relationship between the years of school completed and employment status. The median age of subjects was 19, and early demographic and medical data was not included in the study.

The learning disabled population constitutes the single largest handicapping condition served under Public Law 94-142. Yet, we have little

information about the characteristics of this population when they reach adulthood, and we are just beginning to pay attention to the needs of the learning disabled adults. Only in the past several years have federal rehabilitation programs developed specific guidelines for serving the learning disabled young adult, and they have been largely ignored by other types of programs. It is important to learn whether the learning disabled population is a public school phenomenon that largely disappears after high school years or whether it represents a vastly underserved segment of the population that manifests its characteristics in adult joblessness and delinquency and personal adjustment difficulties.

Some research suggests that the problems experienced by the learning disabled may not disappear. Poremba (1975) reviewed the literature relating to the connection between learning disabilities and delinquency and concluded that the case for the relationship between the two has already been made. Wender (1974) and Maeser (1974) have taken the same position.

Based upon very limited data, other problems that learning disabled individuals may encounter (Schwartz, Gilroy, & Lynn, 1976) include trouble getting and keeping a job, having a satisfying social life, and even coping with the rigors of daily living.

Wallace (1985) describes her 20-year search to understand why she could not read books, road signs, and understand instructions. She now belongs to a support group with other learning disabled adults.

Cornel (1985) discusses the "work" necessary for a handicapped adult to find a job.

Obtaining living quarters can also be a problem. Wizansky and Wizansky (1985) operate a condominium in which adult disabled have the opportunity to

own their own units and have a voice in hiring the staff of their sheltered residence.

## PURPOSE OF PROJECT

This project provides answers to questions about adult learning disabled populations by presenting data from a sample of 284 learning disabled individuals who were identified in 1968 when they were second grade students in schools in the intermountain west. The initial research project was conducted by the Rocky Mountain Educational Laboratory and was so exhaustive and comprehensive in nature that it seems certain that the original sample was accurately identified. The original project had two major objectives:

1. To determine the incidence and nature of problems among second grade children with Individual Learning Disabilities (ILD) who were assigned for instruction to regular classroom teachers.

2. To provide a data base for the development of future studies of children with ILD at other age and grade levels and to provide information that could be utilized to develop prescriptive materials, which would alleviate the problems confronting pupils in the learning disabled population.

The Rocky Mountain Educational Laboratory was a nonprofit educational organization established under provisions of Title IV of the Elementary and Secondary Education Act. Specifically, the laboratory was organized and administered to research education problems, develop solutions for those problems, sponsor demonstration projects, and disseminate information to school personnel. The Rocky Mountain Educational Laboratory was 1 of 20 regional laboratories primarily funded by the Office of Education Bureau of Research, Division of Educational Laboratories. The catchment area of the Rocky Mountain Laboratory was Arizona, Colorado, Idaho, Montana, Utah, Wyoming, and parts of Nebraska and Kansas. Funding for the laboratory was

discontinued in 1969 at a time when national funding was cut and a high percentage of the laboratories across the nation lost their funding. Records of the laboratory were maintained by Dr. Willard Jones, who went from the position of director of the laboratory to professor at the University of North Colorado. Verl Cazier, who was a student in 1968 at the University, worked on the initial project. He participated in the planning as well as implementation of the follow-up study project.

An integral part of the original study was the development and validation of an instrument for use by classroom teachers for the identification of children with learning disabilities. The instrument was validated in terms of selected psychoeducational standard measures as well as medical examinations used in relevance for the identification of children with individual learning disabilities. It was conjectured that the instrument should be designed to over-identify the ILD population as opposed to under-identify it. This precaution was observed in order that no children with individual learning disabilities would be overlooked.

The initial study was designed to explore the relationship of the classroom screening instrument behavioral indices to the psychoeducational standard measures and aspects of the medical examinations. The purpose of that analysis was to determine the predictive ability of the classroom screening instrument in indicating appropriate referral (i.e., medical perceptual, etc.) as well as its ability to identify the nature of a child's learning disability specifically enough to indicate appropriate treatment that might be administered by the classroom teacher.

## Description of the General Strategy in Initial Study

To obtain a stratified random sample of second grade children, the following procedures were employed. First, the catchment area of the laboratory was divided into three groups, namely: (1) cities of 15,000 citizens or more, (2) cities of 5,000 to 15,000 citizens, and (3) towns or rural areas of less than 5,000 inhabitants. The relative occurrence of population in the three groups in the eight-state Rocky Mountain region was determined. Then, using the table of random numbers and a Rand-McNally 1967 Atlas, an initial 20 locations were identified, with 20 alternates. A representative proportion of private schools was also selected. (See Table 1 for demographic data of cities/towns included in original study.)

Next, letters were sent to superintendents of school districts in the cities and towns that had been identified by the stratified random procedure. These superintendents identified either one, two, or three teachers in their district who had at least 1 year's satisfactory experience as a second grade classroom teacher. The teacher selection process also served to identify the children to be included in the Pilot Incidence Study. A sample of 80 classes yielded a population of approximately 2,400 children upon whom the initial or Level I screening was conducted.

## Screening and Diagnosis in Initial Study

All 80 participating teachers received a packet of materials for screening children in their own classroom in accordance with procedures and instruments devised by the Rocky Mountain Educational Laboratory with the consultation of 16 experts in the field of learning disabilities. Each teacher was instructed to identify in his/her classroom from 0-12 children who he/she thought were having unusual difficulty in learning. This was done

Table 1
Present Demographic Descriptions of Cities and Towns of Original Study

| Name of Town and State | # of listed residential phone numbers | Elementary Schools | High Schools | Restaurants | Hotels/Motels | Physicians | Churches | Gas Stations | Car Dealers | Grocery Stores | City Offices | Police | Airport | Bus Station | Swimming Pool | Car Rental | Hospital | Public Library | Cemetery | Movie Theater |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Alliance, NB | 5,460 | 2 | 1 | 13 | 5 | 1 | 25 | 4 | 5 | 6 | √ | | √ | √ | √ | √ | √ | √ | √ | √ |
| Arvada, CO | * | 18 | 3 | 62 | * | * | * | * | * | * | √ | √ | | √ | | √ | √ | √ | √ | √ |
| Bayard, NB | 980 | 1 | 1 | 3 | 0 | 1 | 9 | 3 | 5 | 2 | √ | √ | | | √ | | | √ | | |
| Big Timber, MT | 1,520 | 5 | 1 | 8 | 2 | 3 | 7 | 6 | 4 | 5 | √ | √ | √ | √ | | √ | √ | | √ | √ |
| Bridgeport, NB | 1,170 | 1 | 1 | 6 | 3 | 1 | 9 | 5 | 5 | 2 | √ | √ | | | | √ | | | | √ |
| Burley, ID | 6,500 | 5 | 1 | 24 | 10 | 13 | 27 | 8 | 24 | 11 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Cheyenne, WY | 23,360 | 26 | 4 | 94 | 30 | 104 | 88 | 51 | 48 | 30 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Coeur d'Alene, ID | 26,444 | 10 | 3 | 74 | 32 | 30 | 42 | 18 | 44 | 13 | √ | √ | | √ | | √ | √ | √ | √ | √ |
| Colby, KS | 3,220 | 1 | 1 | 20 | 12 | 7 | 18 | 21 | 10 | 8 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Collyer, KS | 81 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | | | | | | | | | | |
| Denver, CO | 1,148,940 | 74 | 10 | * | * | * | * | * | * | * | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Douglas, WY | 3,120 | 6 | 1 | 16 | 7 | 7 | 16 | 11 | 3 | 6 | √ | √ | √ | √ | | √ | √ | √ | √ | |
| Eureka, UT | 330 | 1 | 1 | 0 | 1 | 1 | 3 | 1 | 0 | 1 | √ | √ | | | | | | | | √ |
| Gering, NB | 2,746 | 5 | 1 | 8 | 1 | 6 | 17 | 3 | 2 | 2 | √ | √ | | | √ | | | √ | | |
| Kalispell, MT | 20,790 | 11 | 1 | 55 | 28 | 32 | 38 | 9 | 21 | 20 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Kingman, AZ | * | 4 | 1 | 46 | 30 | 18 | 28 | 21 | 9 | 10 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Kinsley, KS | 1,600 | 1 | 1 | 5 | 2 | 0 | 8 | 0 | 4 | 0 | √ | √ | | | | | √ | √ | √ | √ |
| LaCrosse, KS | 1,120 | 1 | 1 | 4 | 1 | 2 | 4 | 2 | 5 | 2 | √ | √ | | | | | √ | √ | | |
| Lakewood, CO | * | 22 | 7 | 147 | * | * | * | * | * | * | √ | √ | | √ | √ | √ | √ | √ | √ | √ |
| Laurel, MT | 2,940 | 3 | 1 | 9 | 5 | 3 | 14 | 6 | 2 | 5 | √ | √ | √ | √ | √ | √ | | √ | √ | √ |
| Liberal, KS | 7,520 | 8 | 1 | 33 | 16 | 25 | 40 | 17 | 28 | 18 | √ | √ | √ | | | √ | √ | √ | √ | √ |
| Lovell, WY | 2,080 | 3 | 2 | 3 | 4 | 1 | 6 | 3 | 1 | 2 | √ | √ | | | | √ | √ | | √ | √ |
| Nampa, ID | 27,280 | 13 | 2 | 51 | 10 | 54 | 53 | 17 | 49 | 17 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Oakley, KS | 1,400 | 1 | 1 | 4 | 6 | 3 | 1 | 4 | 5 | 2 | √ | √ | √ | | | √ | √ | √ | | |
| Peoria, AZ | * | 33 | 16 | 382 | 42 | 35 | 254 | 116 | 172 | 77 | √ | √ | | √ | √ | √ | √ | √ | √ | √ |
| Pleasant Grove, UT | 3,570 | 4 | 2 | 7 | 0 | 5 | 9 | 4 | 4 | 3 | √ | √ | | | √ | | | √ | √ | √ |
| Red Lodge, MT | 1,950 | 3 | 1 | 13 | 10 | 7 | 5 | 4 | 3 | 7 | √ | √ | | √ | √ | | √ | √ | √ | √ |
| Safford, AZ | 1,960 | 3 | 1 | 19 | 9 | 15 | 44 | 8 | 24 | 11 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Scott City, KS | 2,520 | 1 | 1 | 8 | 6 | 2 | 7 | 9 | 7 | 5 | √ | √ | √ | | √ | | √ | √ | √ | √ |
| Scotts Bluff, MB | 9,734 | 6 | 1 | 41 | 14 | 46 | 43 | 10 | 39 | 14 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Shoshoni, WY | 520 | 1 | 1 | 1 | 1 | 0 | 3 | 2 | 2 | 1 | √ | √ | | √ | | | | √ | √ | |
| Spanish Fork, UT | 5,320 | 3 | 1 | 20 | 2 | 12 | 50 | 9 | 6 | 7 | √ | √ | | √ | √ | | | √ | √ | √ |
| Thermopolis, WY | 2,720 | 3 | 1 | 8 | 10 | 5 | 12 | 4 | 5 | 5 | √ | √ | √ | √ | √ | | √ | √ | √ | √ |
| Torrington, WY | 5,040 | 2 | 1 | 10 | 5 | 5 | 19 | 7 | 16 | 6 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |

* Data unavailable or uncomputable



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after the teachers had administered a uniform spelling test, a Pupil Productions fill-in sheet, and a design copying test prepared by the laboratory. The Goodenough Draw-A-Person Test was also completed by each of the 2,400 children. The teacher was instructed to rank children in order of difficulty being placed first. Then, each teacher checked the 80 behavioral indices listed on the Pilot Study version of the Classroom Screening Instrument. Behavior was checked as present (+), absent (-), or no opportunity to observe (0).

The teacher also completed a form containing related information about the child's school performance and brief bits of information about family background. This information was used to determine which of the children warranted the Level II Differential Diagnosis and which were to be excluded from this next step. Some children were excluded from Level II testing because they were evidently working up to their expectancies, as was verified at the Children's Developmental and Evaluation Clinic at Children's Hospital in Denver, Colorado. The workup consisted of a medical history, a social history, a pediatric, neurologic, ophthalmologic, ear, nose, and throat, metabolic, chromosomal, electroencephalographic (with sleep), and other standard laboratory tests. Not all children received the entire battery of medical tests, but whenever indicated, the preceding were available and administered. In those cases where a child's functioning seemed to be seriously impaired by emotional disturbance, the staff psychiatrist at the clinic was asked to examine the child and give an opinion as to the etiology of the emotional disturbance and if it was primarily or secondarily related to the child's inability to learn.

### Results of the Initial Study

There were 2,400 children screened in the project, and 361 were scheduled for Level II differential diagnosis. There were 284 children actually assessed with the complete Level II battery. Of these 284 children, 101 received Level III assessment at Children's Hospital in Denver, Colorado.

In summary, 284 children were diagnosed as learning disabled. Those 284 children are now adults and represent the target population for the proposed study. The comprehensive nature of the study would argue that diagnostic procedures were accurate and that the 284 children were accurately diagnosed. Appendix A contains a listing of experts who consulted on the original study to ensure quality control.

## PURPOSE OF THE FOLLOW-UP STUDY

Several follow-up studies with individuals who have handicapping conditions exist, including one on behavioral disorders (Robins, 1979) and two with learning disabled children. Gottesman (1979) found that reading problems seemed to persist and that social adjustment problems continue (Speen, 1980). This study adds information concerning the life experiences of young adults identified as having learning disabilities as children.

## METHODS

### Subjects

The subjects in this follow-up study are 284 adults who were diagnosed as having a learning disability as second grade students in 1968 as described earlier. The original diagnoses were made as part of a study conducted by the Rocky Mountain Educational Laboratory. Diagnoses of learning disability were based on extensive psychoeducational assessment after the children had been screened on a Classroom Screening Instrument (CSI), which included educational assessment in spelling, the Goodenough Draw-A-Person Test, and a checklist of

80 behavioral indices and teacher evaluations. Psychoeducational assessments were conducted on the children identified using the following instruments:

1. Wechsler Intelligence Scale for Children (WISC)
2. Wide Range Achievement Test (WRAT)
3. Developmental Test of Visual Motor Integration (VMI)
4. Developmental Test of Visual Perception (Frostig)
5. Illinois Test of Psycholinguistic Abilities (ITPA)
6. Templin Darley Articulation Test
7. A Standard Pure Tone Audiometric Test

The scores from the various tests were used to determine a learning quotient for each of the following dimensions:

1. Perceptual Quotient (Frostig)
2. Language Quotient (ITPA)
3. Cognitive Quotient (WISC)
4. Visual-Motor Quotient (VMI)
5. Articulation Quotient
6. Reading Quotient (WRAT)
7. Spelling Quotient (WRAT)
8. Arithmetic Score (WRAT)
9. A Composite Learning Quotient (a combination of the above 8 quotients)

In order to identify those children who warranted medical tests (to determine organicity), the Composite Learning Quotient (CLQ) and other learning quotients (1 through 8 in the above dimension list) were inspected. Every child whose CLQ was below 90 or who had other learning quotients below 85 in two or more specific behavioral dimensions were referred for a medical

examination. Medical evaluations on 101 of the children included the following:

1. Medical history
2. Social history
3. Pediatric exam
4. Neurological exam
5. Ophthalmologic exam
6. Otolaryngological exam (ear, nose, throat)
7. Metabolic
8. Chromosomal
9. Electroencephalographic (awake and asleep) exam
10. Blood and urine tests
11. Psychological evaluation
12. Occupational therapy evaluation

## Procedures

The procedures for the present study are divided into three major parts. These are as follows:

I. Review of existing data

II. Collection of follow-up data

III. Data analysis

## I. Review of Existing Data

There is a voluminous amount of data that have been collected on each of the subjects in the original study done by Rocky Mountain Educational Laboratory. These data are inclusive (Level I) from pupil productions such as name, age, likes and dislikes, spelling, other academic functions, and the draw-a-man activity. Also, 80 behavioral indices reported by the child's teacher give a graphic view of the child's academic, physical, social, and

emotional status. That status was substantiated by a differential diagnosis (Level II) arrived at by testing each of the subjects with two battery of tests. Then, a number of individuals were identified for Level III on which 275 categories of information were gathered covering demographic, occupational therapy, audiology, oral language, and neurological findings. A thorough examination of this vast amount of data was performed in order to design this present study and to the integration of the original data with the follow-up data.

Step 1. Identify following data for each subject.

1. Demographic information.
2. Test scores on all psychoeducational assessment devices.
3. Myklevust's learning quotients in the eight primary behavioral dimensions and the composite learning quotient (CLP).
4. Specific learning disability.
5. Medical test results.

Step 2. Recoding of data.

Subject data from the original study were recoded and placed on IBM data code sheets and stored in the computer.

Step 3. Review of data code sheets for consistency of data between subjects and elimination of data errors. All data was reviewed by two independent raters, and all discrepancies were eliminated to 100% accuracy.

## II. Mechanism for Collection of Follow-Up Data

Collection of follow-up data included the following steps:

Step 4. The questionnaire used for the study was developed by abstracting information gathered in other studies that are similar. The project director gathered information from these studies and had those

examined by others with long-term experience with the learning disabled population. These people included:

Dr. Thomas Scruggs, Purdue University
Dr. Willard Jones, Northern Colorado University
Dr. Hyrum Henderson, Utah State University
Dr. Mary Buchanan, University of Utah

After the questionnaire draft was updated and several trial interviews were held, a final form was drafted. This form appears in Appendix B. Since it was thought to be beneficial to get information from both the parent and the young adult, two forms were developed.

Step 5. This step, as planned, included contacting subjects for their address and then mailing a form to them. Although the parents who were contacted earlier responded to the short mailed form, it was decided that it would not be wise to send a long written form to be filled out by the young adult who we had reason to believe would likely not be able to read well. It was decided, therefore, to complete telephone interviews. In that way, the data could be collected more efficiently and other information added if the subjects so desired.

Since the addresses and phone numbers from the original study were for the parents, it was decided that a phone call would be made to the original phone number and that the caller would be ready to interview the parent at the time of that call, if the parent answered and if they had time for the interview. In the event that the young adult answered, that interview would be made at that time. Conventions were developed for use with the questionnaire. They included "scripts" for parent and student and for call back. The two scripts are reproduced below.

**Parent Script**

Hello, this is __(your name)__ from Utah State University. We are doing a follow-up study of children who attended __(name)__ elementary school in 1965. We are trying to locate __(name of parent)__. Is this he/she? (If no, do you know where/when I might locate them?)

We will be summarizing the information and will not use names to identify the students. Could you answer some questions about your son/daughter, __(name)__? It will take 20 to 30 minutes. Is this a good time or would it be better if I called back later? (If yes, then when?)

So I can get the answers as quickly as possible, I would like to record our conversation? Do you mind? If the question is not clear, please let me know, and if there are some questions that you want to skip, just tell me. Okay?...

**Student Script**

Hello, this is __(name)__ from Utah State University. We are doing a follow-up study of children who attended __(name)__ elementary school in 1965. We are trying to locate __(name)__. Is this he/she? (If no, then when would be a good time for me to call back? Or is there a better place to try and reach him/her?)

We will be summarizing the information and will not use the names of any of the students. Could you answer some questions about yourself? It will take about 20 to 30 minutes. Is this a good time? (If no, then when should I call back?)

So I can get the answers as quickly as possible, I would like to record our conversation? Do you mind? If the question is

not clear, please let me know, and if there are some questions that you want to skip, just tell me. Okay?...

**Callback Scripts (both parent and student)**

Hello, this is __(name)__ from Utah State University. Is this __(name)__. (Or is he/she there?) I called __(date)__, and you suggested that I call back now. Do you have time to talk now? (If not, when?)

Then, so I can get the answers as quickly as possible, I would like to record our conversation? Do you mind? If the question is not clear, please let me know, and if there are some questions that you want to skip, just tell me. Okay?...

**Conventions**

Conventions to deal with various conditions were also prepared. If a student still lived at home ard answered the phone and had time to talk, then the student was interviewed first and parent later, even in the same phone call if available. The second interview was made as soon as possible.

If the interviewer got the student's address/phone from parent, this information was not disclosed to the student, but was disclosed if the student asked where the interviewer got his/her address/phone.

If the student asked what answers parent gave to questions, the interviewer said that it had been coded and that all of the answers will be the same, since the interviewer wanted to know how the student felt.

If the student was deceased, the interviewer tried to get what information was available from the parent. If the whereabouts of the student were not known by parent, then the interviewer saved the name for the second round of search.

If the number we had for the family was no longer accurate, the interviewer noted this and saved the name for the second round of search.

If the father answered the phone on the first call to the family, then he was interviewed. Otherwise, the mother was interviewed.

Extensive records were kept of the various attempts to contact. There were blanks for this information on the top of the student form. See the example below.

ID number _____

Contacted person _____ (date) _____

Parent's current name _____

address _____

phone _____

Interviewed parent _____ (date) _____

Willingness of parent to participate:

Very interested ____ Somewhat ____ A little ____

Not interested ____ Hostile ____

Current full name of student _____

address _____

phone _____

Names of students and their parents were organized and categorized as to location and if the address and phone number in 1968 was included. Since the information was in several locations in the records, it was checked for consistency. Current phone books were obtained from the various communities, and some phone numbers were located in these books. The demographic information was placed into the computer, and phone numbers were given to interviewers.

Interviewers were graduate students in psychology with training and experience interviewing and interaction in professional settings. Each interviewer practiced using the questionnaire with nonsubjects of a similar age. The interview was transcribed and the typed copy studied by the project director to determine if standard procedures were used and if the questions were all answered. When it was determined that the interviewer was able to handle the interview adequately, the interviewer was told to start the process.

As interviews were completed, the tape and the protocol were given to the secretary for typing. The typed transcript was used to check the protocol for accuracy, and the information was taken from the questionnaire and coded for placement on the computer. This data handling was done by psychology students who were trained and supervised. All data was entered with a reader repeating the data as an accuracy check.

In order to understand the communities from which the subjects came, descriptive data was obtained from the phone books. This information is shown in Table 1. Some families were unable to be contacted via the 1968 telephone number, by looking for the number in the phone book, or by a phone number given to the interviewer by whomever answered the 1968 phone number. (It is important to note that some of these communities were small enough that the name was familiar to whomever answered the phone.) For those that we were unable to contact via phone, a brief written questionnaire was sent. (See Appendix B for a copy of this form.) For these, only four returned information. The numbers of various kinds of contact is shown in Table 2.

Table 2

Listing of Contacts by Category

| Contact | Number |
|---|---|
| **Original LD Sample** | 284 |
| Located by phone | 91 |
| Letter never returned | 66 |
| No address available/unable to contact by phone | 53 |
| Letter returned with no forwarding address | 54 |
| Did not want to cooperate | 14 |
| Contacted by mail | 4 |
| Deceased | 2 |

## Data Analysis

The data was punched, sorted, cleaned, and analyzed using a DEC VAX-11 and IBM-compatible computer, running SPSSX and SPSSPC +3.0. The data was checked by both computer and by hand, and all discrepancies were resolved before any analysis took place.

## RESULTS

Most pertinent to the understanding of the educational potential and the effectiveness of educational intervention on learning disabilities populations is the impact of schooling on the students. Table 3 presents the information gleaned from the questionnaire. It shows that of the subjects that were contacted, 83% graduated from high school and 47% went on to college. It is interesting to also note that 33% gained more schooling in trade school. When this group is compared to the total U.S. population, they have a higher graduation rate (85%) than the total U.S. population (75%), a finding which suggests that their disability did not prevent them from completing their education.

There are 83% of the group currently employed and 67% currently married. Of the group, 44% are looking for a different job, and none of those who are looking are currently unemployed. In sum, this sample of learning disabled adults had high percentages of high school graduation rates and high percentages of college and trade school attendance rates as compared to the U.S. population as a whole. They do have higher unemployment rates than the U.S. population as a whole.

Table 4 presents data of a different nature. In an attempt to find information to describe the self-concepts of the subjects, questions were asked concerning how difficult they thought their life was compared to others, in general. It is interesting to note that in almost all life areas, the

Table 3

Selected Achievements and Life Status of Subject

| | | Yes | No | N |
|---|---|---|---|---|
| Graduated From High School | (N)<br>(%) | 75<br>(83%) | 15<br>(17%) | 90 |
| Went to Trade School | (N)<br>(%) | 21<br>(25%) | 64<br>(75%) | 85 |
| Went to College | (N)<br>(%) | 47<br>(51%) | 45<br>(49%) | 92 |
| Currently Employed | (N)<br>(%) | 72<br>(83%) | 15<br>(17%) | 87 |
| Currently Looking for a Different Job | (N)<br>(%) | 37<br>(44%) | 48<br>(56%) | 85 |
| Currently Married | (N)<br>(%) | 62<br>(67%) | 30<br>(33%) | 92 |
| Male | (N)<br>(%) | 59<br>(65%) | 32<br>(35%) | 91 |
| Original Study Male | | 66 | 34 | |

Table 4

Self-Perceptions of Life Difficulty Compared to Others

| | No Opinion | Easier | Same | Harder |
|---|---|---|---|---|
| Compared with other people, how is: | | | | |
| Learning a new skill | 4 | 18 | 28 | 2 |
| Doing well in educational activities | 3 | 8 | 32 | 9 |
| Trying a new experience | 2 | 18 | 25 | 7 |
| Starting a new job | 2 | 13 | 20 | 17 |
| Going to new places | 2 | 30 | 14 | 6 |
| Keeping a job | 1 | 33 | 16 | 2 |
| Getting along with others | 2 | 32 | 18 | 0 |
| Working hard all day | 1 | 24 | 26 | 1 |
| Following through with plans | 1 | 16 | 32 | 3 |
| Doing what you know is right | 1 | 25 | 24 | 2 |
| Persisting in solving a problem | 1 | 19 | 32 | 0 |
| Feeling close to family/friends | 1 | 28 | 19 | 4 |
| Helping others | 2 | 25 | 23 | 2 |
| Having someone supervise you | 1 | 13 | 28 | 10 |
| Reading and understanding directions | 1 | 19 | 24 | 8 |

subjects with learning disabilities considered their lives to be no harder than the lives of others. It is also remarkable to note that there was more of a tendency to perceive their lives as being easier than others in relation to getting along, feeling close to family and friends, and in keeping a job. It is not clear why this response might have been obtained. Since there is little reason to believe that an individual with learning problems would automatically find these things to be easier, it appears fruitful to explore further to see if individuals with learning disabilities are optimistic self-evaluators.

Table 5 presents the responses of parents to the same set of questions. Parents see their children in much the same light, although parents viewed their children as having more difficulty in doing well in educational activities (32%), while the individuals themselves had a much lower percentage (17%). Also, when one compares the educational experiences of this group of young adults with the U.S. population as a whole, a significant number had problems in school (48%), were held back in grade (22%), and were in special classes (39%). Table 6 reports this data.

It is interesting to note that few students perceived learning disabilities in themselves, and this was true for parents also. Only two students perceived themselves as having problems.

"I was dyslexic."

"Well, I didn't feel like I understood anybody, and they didn't feel like they understood me. I always got problems when it came to getting instructions and stuff from people."

Few parents also perceived learning problems.

"He had problems and we sent him to Denver. He was just kind of slow."

"They did find after testing that he had a perceptual handicap."

Table 5

Parents' Perceptions of Life Difficulty for Subjects Compared to Others

| | No Opinion | Easier | Same | Harder |
|---|---|---|---|---|
| Compared with other people, how is: | | | | |
| Learning a new skill | 1 | 13 | 12 | 7 |
| Doing well in educational activities | 0 | 7 | 16 | 11 |
| Trying a new experience | 4 | 15 | 9 | 5 |
| Starting a new job | 1 | 10 | 12 | 9 |
| Going to new places | 1 | 20 | 8 | 4 |
| Keeping a job | 0 | 20 | 10 | 4 |
| Getting along with others | 1 | 17 | 15 | 1 |
| Working hard all day | 1 | 15 | 16 | 2 |
| Following through with plans | 1 | 14 | 14 | 4 |
| Doing what you know is right | 1 | 19 | 12 | 1 |
| Persisting in solving a problem | 0 | 11 | 17 | 6 |
| Feeling close to family/friends | 1 | 16 | 14 | 3 |
| Helping others | 0 | 23 | 10 | 0 |
| Having someone supervise you | 1 | 8 | 17 | 7 |
| Reading and understanding directions | 1 | 10 | 17 | 6 |

Table 6
Selected Educational Experiences

| | | Yes | No | N |
|---|---|---|---|---|
| Had Problems in School | (N)<br>(%) | 44<br>(48%) | 47<br>(52%) | 91 |
| Held Back in any Grades | (N)<br>(%) | 20<br>(22%) | 69<br>(78%) | 89 |
| Were Ever in a Special Class | (N)<br>(%) | 34<br>(39%) | 53<br>(61%) | 87 |
| Treated Negatively by Other Kids | (N)<br>(%) | 4<br>(4%) | 85<br>(96%) | 89 |
| Took Medicine Regularly While in School | (N)<br>(%) | 6<br>(7%) | 81<br>(93%) | 87 |
| Family History of Developmental Disabilities | (N)<br>(%) | 6<br>(7%) | 78<br>(93%) | 84 |
| Family History of Behavioral Problems | (N)<br>(%) | 4<br>(5%) | 81<br>(95%) | 85 |

## CONCLUSIONS

Individuals with learning disabilities may reach adulthood still feeling the effects of the learning problems experienced when they were young. The interview data and the objective data from this sample does not support this conclusion. However, the impact may be manifested in subtle ways such as unrealistic self-concept, settling for employment, and relationships that are not as filling as possible and perhaps more dependent on family and close

friends. With these possibilities in mind, educational experiences need a broad focus that includes assistance with social and interpersonal skills as well as assistance with the three R's. Tutorial experience may enhance the academic skills, but may actually prevent the child from having opportunity to practice and develop interpersonal skills. The relationship between the tutor and the tutee has different qualifies and responsibilities than peer relationships that require equal responsibility for the interaction.

## Further Study Needed

Since reaching the subjects consumed more resources than was originally planned, resources were consumed before the data could be examined as thoroughly as desired. Additional funds will be sought to allow for the presentation of more thorough analysis of the present data. Working with the data indicates further study with this subject pool would also be beneficial in a number of other ways. Further research is suggested in three specific different approaches: (1) linguistic analysis of typed protocols, (2) individual interviews with selected subjects, (3) comparison to other students in the same classrooms.

Linguistic analysis. The language used by subjects in the interviews suggests a number of linguistic coding that could provide fruitful information such as the relative use of compound/complex sentences and various parts of speech and words that suggest various feelings. Linguistic analysis requires exacting expertise and consumes generous amounts of time.

Individual interviews. Statements made by subjects in certain areas indicates that more detailed information concerning emotional development and growth of feelings could be obtained from an individual face-to-face interview. This interview could include more in-depth questions concerning friendship patterns and interpersonal skills developed. It could also find

more information concerning persons and techniques that the individuals perceived as being supportive and beneficial to the subjects during school and at home experiences.

Comparison to other students. Records from the original study included not only the names of the students who were identified as having difficulty, but other students in the classroom. Some of these students were excluded from the study not because they were having difficulty, but because they scored within the mentally retarded range of an intelligence test. Information concerning the lives of these young people could indicate whether intelligence testing is an accurate discriminator for students who are having difficulty completing school work. There is also demographic information concerning the entire class, and it is possible that many of the students who were in the class and who were not experiencing difficulties could be interviewed using the same questionnaire.

## APPENDIX A

## CONSULTANTS TO 1968 LEARNING DISABILITIES STUDY

| | |
|---|---|
| Barbara Bateman, Ph.D | Associate Professor of Educational Psychology<br>University of Oregon, Eugene, Oregon |
| Donald Carline, Ph.D | Professor of Education<br>University of Colorado, Boulder, Colorado |
| Katrina DeHirsch, R.C.S.T. | Director, Pediatric Language Disorder Clinic<br>Columbia-Presbyterian Medical Center<br>New York, New York |
| Marianne Frostig, Ph.D | Executive Director<br>Marianne Frostig Center for Educational Therapy<br>Los Angeles, California |
| John V. Irwin, Ph.D | President-elect<br>American Speech and Hearing Association<br>University of Kansas<br>Lawrence, Kansas |
| John B. Isom, M.D. | Diplomat, American Board of Pediatrics<br>Associate Professor of Pediatrics and Neurology<br>University of Oregon Medical School<br>Portland, Oregon |
| Arthur H. Keeney, M.D. | Professor and Chairman<br>Department of Ophthalmology<br>Temple University School of Medicine<br>Wills Eye Hospital and Research Institute<br>Philadelphia, Pennsylvania |
| John Lampe, M.D. | Denver Public Schools<br>Department of Health Services<br>414 14th Street, Denver, Colorado |
| John Money, M.D. | Associate Professor of Medical Psychology<br>Johns Hopkins University, School of Medicine<br>Baltimore, Maryland |
| Gilbert Schiffman, Ph.D | Director of Instruction, Prince George's County<br>Upper Marlboro, Maryland |
| George Spache, Ed.D | Reading Center, University of Florida<br>Gainesville, Florida |
| Empress Y. Zedler, Ph.D | Professor and Chairman<br>Department of Special Education<br>Southwest Texas State College<br>San Marcos, Texas |

**APPENDIX B**

**LEARNING DISABILITIES**

**PARENT QUESTIONNAIRE**

PARENT FORM ID NUMBER _____

## L. D. PARENT FOLLOW-UP QUESTIONS

I. Introduction:

Hello, this is (interviewer name) from Utah State University in Logan, Utah. We are doing a follow-up study of children who attended (_____ Elementary School) in 1968. We are trying to locate (_____ _____) . Is this his/her mother/father?

Yes — If Yes, go to Part B

No — If No, go to Part A

A. When would be a good time for me to call back, or is there a better place to reach Mr./Mrs./Ms. _____?

If a different number is provided, go to Part (2)

If a different time is provided, go to Part (1)

(1). (Repeat time and date) . OK, I'll call back at that time. Thank you for your help.

(2). (Repeat number). OK, I'll call him/her there. Thank you very much.

B. We are interested in finding out how students who were in the second grade at ( _____ Elementary School) are doing now. All information will be summarized and no names will be used. If this is a good time for you, I'd like to ask you some questions about your son/daughter; if not, I can call back at a time more convenient for you. This will take about 20 minutes.

Page 2 ← If parent agrees, go to Part (3)

If parent requests another time, go to Part (2)

If parent asks how you got his/her phone number, go to part (1)

(1). Some students were from _____ Elementary School to follow up as adults. Our records show _____ was a student there then, and we'd like to obtain some information about _____'s school experience, as well as other family information.

Resched. Requested → (2). When would be more convenient for you? (Repeat time and date) . OK, I'll call back then. I'm looking forward to talking with you. Thank you for your help.

At appointed time, go to Part a

Resched. Continued → a. Hello, this is (_____ _____) from Utah State University in Logan, Utah. I called on (_____) and you suggested that I call back now. Do you have time to talk now? It will take about 20 minutes.

If parent agrees, go to Part (3)

Page 1

If parent requests another time, go back to Part (2)

Parent Agrees → (3). So I can get your answers as accurately as possible, I would like to record our conversation. Do you mind?

If parent objects, do not record

If parent agrees, go to Part a

a. If the question is not clear, please let me know. If there are some questions that you want to skip, just tell me. OK? Remember, we will summarize the information and names will not be used. I'd like to start with some questions about your (son's/daughter's) school experience.

Go to Section II

1. Did _____ attend Preschool? (Circle answer which applies)

Yes No

2. Did _____ complete elementary school?

Page 3 ← No If No, go to Part B.

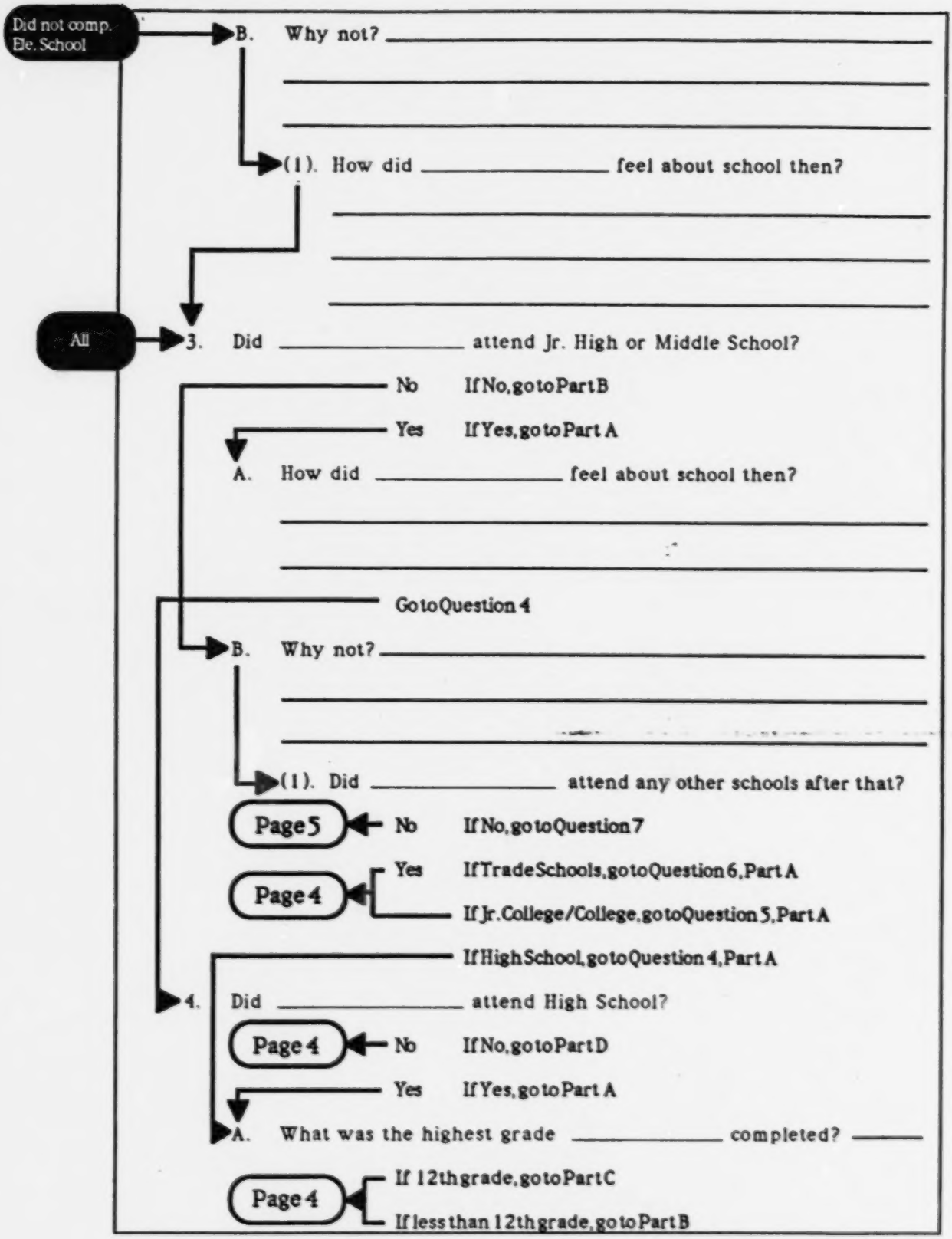
Yes If Yes, go to Part A

A. How did _____ feel about school then?

Go to Question 3 _____

_____

_____


Did not comp. Ele. School
B. Why not? _____
(1). How did _____ feel about school then?
All
3. Did _____ attend Jr. High or Middle School?
No
If No, go to Part B
Yes
If Yes, go to Part A
A. How did _____ feel about school then?
Go to Question 4
B. Why not? _____
(1). Did _____ attend any other schools after that?
Page 5
No
If No, go to Question 7
Yes
If Trade Schools, go to Question 6, Part A
Page 4
If Jr. College/College, go to Question 5, Part A
If High School, go to Question 4, Part A
4. Did _____ attend High School?
Page 4
No
If No, go to Part D
Yes
If Yes, go to Part A
A. What was the highest grade _____ completed? _____
If 12th grade, go to Part C
Page 4
If less than 12th grade, go to Part B

Less than 12th gr. → B. How did _____ decide to stop there? _____

12th gr. grad. → C. How did _____ feel about school then? _____

Go to Question 5

No HS → D. Was there a reason for that? _____

(1). Has _____ attended any other schools since then?

Page 5 ← No — If No, go to Question 7

Yes — If Trade Schools, go to Question 6, Part A

If Jr. College/College, go to Question 5, Part A

5. Has _____ attended Jr. College or College?

No — If No, go to Question 6

Yes — If Yes, go to Part A

A. About how many years of college did _____ complete? ____

B. In what subjects did _____ complete most courses?

6. Has _____ attended Any Trade Schools?

Page 5 ← No — If No, go to Question 7

Yes — If Yes, go to Part A

A. What schools were those? _____

Page 5 ← Go to Part B

Trade Sch. Continued

B. How did _____ feel about that experience?

_____

_____

All

7. Did _____ have any special problems in school?

No — If No, go to Question 8.

Yes — If Yes, go to Part A

A. What were they? _____

_____

_____

8.(12) Was _____ held back in any grades?

No — If No, go to Question 9

Yes — If Yes, go to Part A

A. Which ones? _____

_____

_____

9.(13) Did _____ fail any classes?

No — If No, go to Question 10

Yes — If Yes, go to Part A

A. Which ones? _____

_____

_____

10.(14) Was _____ ever in any special reading classes, special math classes, speech therapy, or any other kind of special classes?

Page 6

No — If No, go to Question 12

Yes — If Yes, go to Part A

Sp. Classes Continued

A. What classes were they? _____

_____

B. What grade(s) was _____ in then? _____

_____

_____

_____

11.(15) How did _____ feel about those special classes compared with other classes? _____

_____

_____

_____

No Sp. Classes

12.(18) Did _____ have a part-time job in high school?

No — If No, go to Question 20.

Yes — If Yes, go to Part A

A. What kind of job was that? _____

_____

B. How many days per week did _____ work there? _____

C. How many hours per day did he/she work? _____

D. How many years in high school did he/she do that? _____

13.(20) What did you think about the school(s) _____ went to?

_____

_____

14.(21) What did you think about _____'s school activities?

_____

_____

15.(22) What did you think of _____'s activities at home and other places then?

_____

_____

All

16.(24) Did you see _____'s teachers as being supportive while he/she was in school?

No — If No, go to Part B

Yes — If Yes, go to Part A

A. In what way? _____

_____

Go to Question 17

B. In what way were they not? _____

_____

17.(25) How was _____ treated by the other kids in school?

_____

_____

18.(26) Was there someone _____ considered his/her best friend then?

No — If No, go to Section III

Yes — If Yes, go to Part A

A. Who was that person? _____

| | | | |
|---|---|---|---|
| Classmate | Same Class | Older | Younger |
| Non-Classmate | Same Class | Older | Younger |
| Family Member | Parent/Adult | Sibling | Other |

## III. Health

1. Has _____ or anyone else in your immediate family had any significant health problems, besides colds and flu and so on? For example, rheumatoid arthritis, thyroid problems, diabetes, or any other major health problems?

Page 8

No — If No, go to Question 2

Yes — If Yes, go to Part A

A. Relationship _____ What _____

Relationship _____ What _____

Relationship _____ What _____

Relationship _____ What _____

VII

2. Has anyone in your distant family (grandparents, aunts, uncles, cousins) had any significant health problems, besides colds and flu and so on? For example, rheumatoid arthritis, thyroid problems, diabetes, or any other major health problems?

No — If No, go to Question 3

Yes — If Yes, go to Part A

A. Relationship _____ What _____

Relationship _____ What _____

Relationship _____ What _____

Relationship _____ What _____

3. Is there a history of allergies, hay fever, or eczema in your immediate family?

No — If No, go to Question 4

Yes — If Yes, go to Part A

A. Relationship _____ What _____

Relationship _____ What _____

Relationship _____ What _____

Relationship _____ What _____

4. Is there a history of allergies, hay fever, or eczema in your distant family?

No — If No, go to Question 5

Yes — If Yes, go to Part A

A. Relationship _____ What _____

Relationship _____ What _____

Relationship _____ What _____

Relationship _____ What _____

5. Is there a history of mental health problems such as depression in your immediate family?

No — If No, go to Question 6

Page 9

Yes — If Yes, go to Part A

Fam. Mental Health Cont.

A. Relationship_____ What_____

Relationship_____ What_____

Relationship_____ What_____

Relationship_____ What_____

No Family Mental Hlth History

6. Is there a history of mental health problems such as depression in your distant family?

_____ No If No, go to Question 7

_____ Yes If Yes, go to Part A

A. Relationship_____ What_____

Relationship_____ What_____

Relationship_____ What_____

Relationship_____ What_____

7.(9) Did _____ take any kind of medication when he/she was in school?

_____ No If No, go to Question 8

_____ Yes If Yes,go to Part A

A. What medicine was that? _____

B. What was that for? _____

C. How long did he/she take that? _____

VII

8.(12) Has _____ had any serious accidents?

Page 10 _____ No If No, go to Question 9

_____ Yes If Yes,go to Part A

A. How was he/she injured? (1) _____

(2) _____

(3) _____

(4) _____

Page 10 Go to Part B

Accidents Continued → B. When was that? (1) _____

(2) _____

(3) _____

(4) _____

VII → 9. Is anyone in your immediate family left-handed? Yes No

Who is that? _____

10. Is there a family history of: _____

| | | | |
|---|---|---|---|
| Developmental Disabilities? | Yes | No | Relationship: _____ |
| Mental Retardation? | Yes | No | Relationship: _____ |
| Emotional Disturbances? | Yes | No | Relationship: _____ |
| Epilepsy? | Yes | No | Relationship: _____ |
| Hyperactivity? | Yes | No | Relationship: _____ |
| Attention Deficit Disorder? | Yes | No | Relationship: _____ |
| Heart Problems? | Yes | No | Relationship: _____ |
| Serious Behavior Problems? | Yes | No | Relationship: |

## IV. Social

1. Does _____ live by himself/herself?

Page 11 ← Yes If Yes,go to Section V

No If No, go to Part A

A. Who else lives with him/her? Parents

Roommate(s)

Spouse

Other (Specify) _____

B. Does anyone else live there?

Page 11 ← No If No, go to Section V

Yes If Yes,go to Part C

C. Who is that? _____

Page 11 ← Go to Section V

**V. Employment**

1. Is _____ currently employed?

No — If No, go to Section VI

Yes — If Yes, go to Part A

A. What kind of work does he/she do? _____

_____

_____

(1). How many hours per week does he/she work? _____

(2). How long has he/she worked there? _____

(3). Is he/she now looking for another job? _____

No — If No, go to Section VI

Yes — If Yes, go to Part a

a. Why is that? _____

_____

**VI. Family Environment**

For the next 4 questions please answer Very Well, Good, OK or Not so Good.

1. When _____ was a child, how did he/she get along with you?
   Very Well Good OK Not so Good

2. How does he/she get along with you now?
   Very Well Good OK Not so Good

Page 12 ← If student is an only child, go to Question 5

If student has siblings, go to Question 3

3. When _____ was a child, how did he/she get along with his/her brothers and sisters?

   Very Well Good OK Not so Good

Page 12 ← Go to Question 4

4. How does _____ get along with his/her brothers and sisters now?

Very Well  Good  OK  Not so Good

5. Is _____ turning out to be the kind of person you expected him/her to be? Please explain.

_____

_____

_____

VII. PUBLIC LIFE

1. Has _____ ever been arrested for any non-traffic offenses?

No  If No, go to Question 2(8)

If parent says several or many times, go to Part D

Yes  If once or twice, go to Part A

A. What was that for? _____

_____

_____

B. How old was _____ then?

C. What happened as a result of that?

D. What kinds of offenses has _____ been charged with mostly? _____

_____

E. Have any of those charges ever resulted in a jail or prison sentence?

No  If No, go to Question 2(8)

Yes  If Yes, go to Part F

F. What is the longest sentence _____ ever received?

PAGE 13 ◀ Go to Question 2(8)

All

8. Would you say that the following things are harder, easier, or about the same for _____ as they are for most people you know?

| | | | |
|---|---|---|---|
| Learning a new skill | Harder | Easier | About the same |
| Doing well in educational activities | Harder | Easier | About the same |
| Trying out new experiences | Harder | Easier | About the same |
| Starting a new job | Harder | Easier | About the same |
| Going new places | Harder | Easier | About the same |
| Keeping a job | Harder | Easier | About the same |
| Getting along with people at work | Harder | Easier | About the same |
| Working hard all day | Harder | Easier | About the same |
| Following through on plans | Harder | Easier | About the same |
| Doing what he/she know is right | Harder | Easier | About the same |
| Keep trying to solve a problem | Harder | Easier | About the same |
| Feeling close to family and friends | Harder | Easier | About the same |
| Helping other people | Harder | Easier | About the same |
| Having someone supervise him/her | Harder | Easier | About the same |
| Reading directions and understanding | Harder | Easier | About the same |

3.(12) What are the most positive aspects of _____ life today?

_____

_____

4.(13) What are the most negative aspects of _____ life today?

_____

_____

5.(14) Is there anything else you would like to add about your son/daughter?

_____

_____

Parent Form

VII. Other Data

There is some other information we need about your family to complete the file.

1. Do you have other children besides _____ ?

| Sex | Date of Birth | Lived w/parent | Sex | Date of Birth | Lived w/parent |
|---|---|---|---|---|---|
| ___ | _____ | Y N | ___ | _____ | Y N |
| ___ | _____ | Y N | ___ | _____ | Y N |
| ___ | _____ | Y N | ___ | _____ | Y N |

2. Did these children live with you from 1968 to 1978? (Yes or No for each child)

3. Did _____ live with you from 1968 to 1978?

4. Did _____'s father (mother) live in the household from 1968 to 1978?

5. Was there a step-parent from 1968 to 1978?

6. We will be sending you a summary of the information we found. Remember it will not contain names, just the number of students that did various things.

7. What address should we use for you?

8. We also need to contact _____ . Do you have his/her current address? What would it be?_____

_____

9. What is his/her current phone number?_____

10. (If it is a married daughter) What is her married name?_____

_____

Thank You

The only way we can know the effectiveness of school programs is to know how the students are doing.

## APPENDIX C

## LEARNING DISABILITIES

## STUDENT QUESTIONNAIRE

**STUDENT FORM** **I D NUMBER** _____
**L D FOLLOW-UP QUESTIONS**

I. Introduction:

Hello, this is (interviewer name) from Utah State University in Logan, Utah. We are doing a follow-up study of children who attended (_____ Elementary School) in 1968. We are trying to locate (_____ _____). Is this he/she?

Yes If Yes, go to Part B

No If No, go to Part A

A. When would be a good time for me to call back, or is there a better place to reach him/her?

If a different number is provided, go to Part (2)

If a different time is provided, go to Part (1)

(1). (Repeat time and date). OK, I'll call back at that time. Thank you for your help.

(2). (Repeat number). OK, I'll call him/her there. Thank you very much.

B. Some student from ( _____ Elementary School) have been selected to find what they are doing now. All information will be summarized and no names will be used. If this is a good time for you, I'd like to ask you some questions about yourself; if not, I can call back at a time more convenient for you. This will take about 20 to 30 minutes.

Page 2

If student agrees, go to Part (3)

If student requests another time, go to Part (2)

If student asks how you got his/her phone number, go to part (1)

(1). We contacted your mother/father and explained the purpose of the study. He/she gave us your number.

If student asks what parent said about him/her, go to Part a

a. I don't have that information at the moment, but it really isn't necessary for your answers to be the same as his/hers, since what we're interested in is how you feel.

Resched. Requested

(2). When would be more convenient for you? (Repeat time and date). OK, I'll call back then. I'm looking forward to talking with you. Thank you for your help.

At appointed time, go to Part a

Resched. Continued →

a. Hello, this is (_____) from Utah State University in Logan, Utah. I called on (_____) and you suggested that I call back now. Do you have time to talk now?

If student agrees, go to Part (3)

Page 1

If student requests another time, go back to Part (2)

Student Agrees →

(3). So I can get your answers as accurately as possible, I would like to record our conversation. Do you mind?

If student objects, do not record

If student agrees, go to Part a

a. If the question is not clear, please let me know. If there are some questions that you want to skip, just tell me. OK? Remember, we will summarize the information and names will not be used. I'd like to start with some questions about your school experience.

## II. School

1. Did you attend Preschool? (Circle answer which applies)

Yes No

2. Did you complete elementary school?

Page 3 ← No If No, go to Part B.

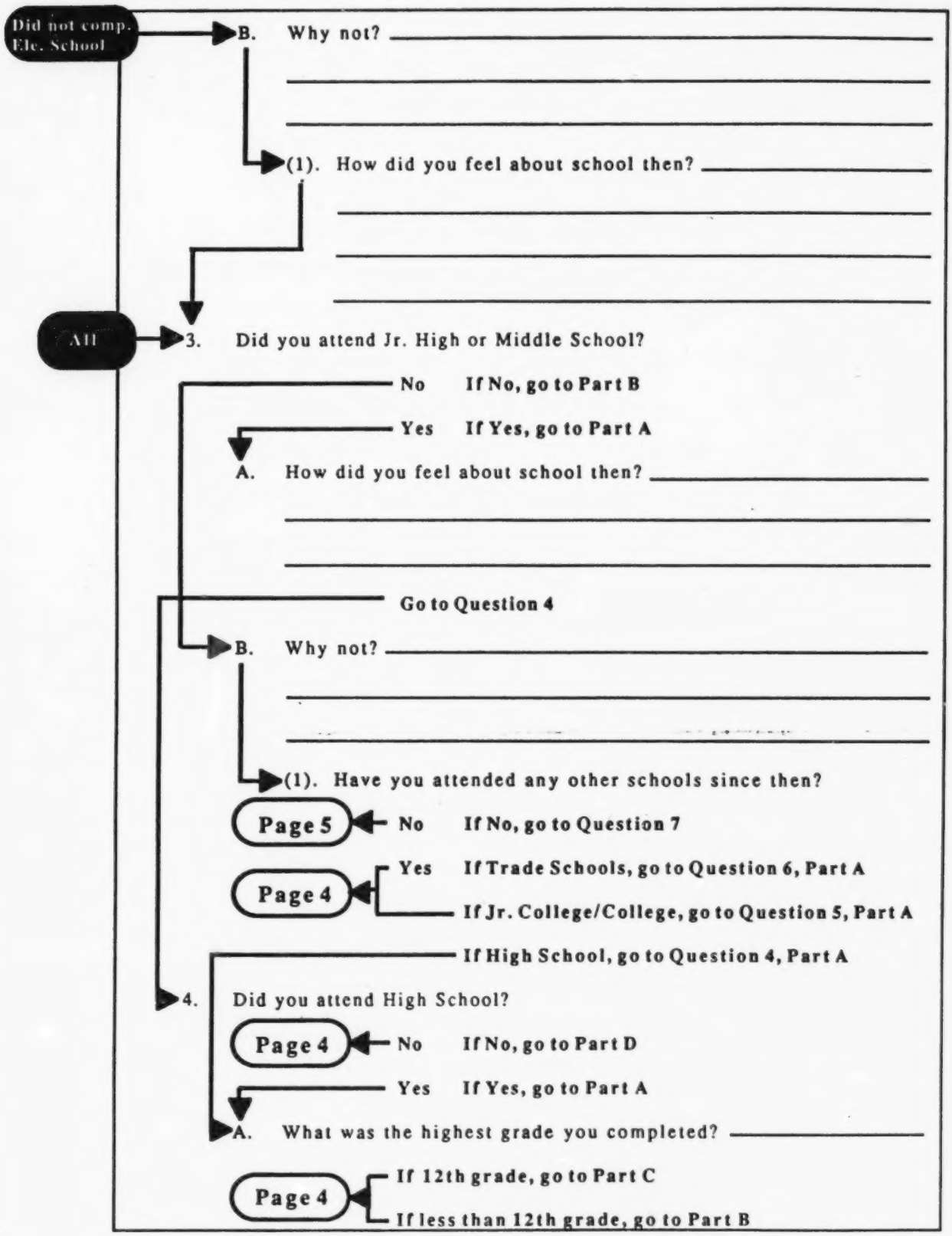
Yes If Yes, go to Part A

A. How did you feel about school then? _____

_____

_____

Go to Question 3


Did not comp. Ele. School
B. Why not?
(1). How did you feel about school then?
All
3. Did you attend Jr. High or Middle School?
No
If No, go to Part B
Yes
If Yes, go to Part A
A. How did you feel about school then?
Go to Question 4
B. Why not?
(1). Have you attended any other schools since then?
Page 5
No
If No, go to Question 7
Page 4
Yes
If Trade Schools, go to Question 6, Part A
If Jr. College/College, go to Question 5, Part A
If High School, go to Question 4, Part A
4. Did you attend High School?
Page 4
No
If No, go to Part D
Yes
If Yes, go to Part A
A. What was the highest grade you completed?
Page 4
If 12th grade, go to Part C
If less than 12th grade, go to Part B

Less than 12th gr.

B. How did you decide to stop there? _____

_____

_____

12th gr. grad.

C. How did you feel about school then? _____

_____

_____

Go to Question 5

No HS

D. Was there a reason for that? _____

_____

_____

(1). Have you attended any other schools since then?

Page 5 ← No If No, go to Question 7

Yes If Trade Schools, go to Question 6, Part A

If Jr. College/College, go to Question 5, Part A

5. Have you attended Jr. College or College?

No If No, go to Question 6

Yes If Yes, go to Part A

A. About how many credits did you complete? _____

B. In what subject area did you complete most courses? _____

_____

6. Have you attended Any Trade Schools?

Page 5 ← No If No, go to Question 7

Yes If Yes, go to Part A

A. What schools were those? _____

_____

_____

Trade Sch. Continued

B. How did you feel about that experience? _____

_____

_____

All

7. Did you have any special problems in school?

No If No, go to Question 8.

Yes If Yes,go to Part A

A. What were they? _____

_____

_____

8. Were there any classes that you especially liked?

No If No, go to Question 9.

Yes If Yes,go to Part A

A. What were they? _____

_____

_____

B. What did you most like about those classes? _____

_____

_____

9. Were there any classes that you especially disliked?

Page 6

No If No, go to Question 10.

Yes If Yes,go to Part A

A. What were they? _____

_____

_____

B. What did you most dislike about those classes? _____

_____

_____

10. Were there any teachers that you especially liked?

No — If No, go to Question 11.

Yes — If Yes, go to Part A

A. What did you most like about them? _____

_____

_____

11. Were there any teachers that you especially disliked?

No — If No, go to Question 12.

Yes — If Yes, go to Part A

A. What did you most dislike about them? _____

_____

_____

12. Were you held back in any grades?

No — If No, go to Question 13.

Yes — If Yes, go to Part A

A. Which ones? _____

_____

_____

13. Did you fail any classes?

No — If No, go to Question 14.

Yes — If Yes, go to Part A

A. Which ones? _____

_____

_____

14. Were you ever in any special reading classes, special math classes, speech therapy, or any other kind of special classes?

Page 7

No — If No, go to Question 16.

Yes — If Yes, go to Part A

Sp. Classes Continued

A. What classes were they? _____

_____

B. What grade(s) were you in then? _____

_____

_____

_____

15. How did you feel about those special classes compared with other other classes? _____

_____

_____

_____

No Special Classes

16. Do you feel that your present reading ability is as good as it needs to be?

_____ Yes If Yes, go to Question 17.

_____ No If No, go to Part A

A. How does that affect you? _____

_____

_____

17. Do you feel that your present math ability is as good as it needs to be?

_____ Yes If Yes, go to Question 18.

_____ No If No, go to Part A

A. How does that affect you? _____

_____

_____

18. Did you have a part-time job in high school?

Page 8 ← No If No, go to Question 20.

_____ Yes If Yes, go to Part A

A. What kind of job was that? _____

_____

B. How many days per week did you work there? _____

C. How many hours per day did you work? _____

D. How many years in high school did you do that? _____

19. Did you participate in any of these activities in school?

| | | |
|---|---|---|
| Music? | Yes | No |
| Band? | Yes | No |
| Drill Team? | Yes | No |
| Student Council? | Yes | No |
| Drama? | Yes | No |
| Art? | Yes | No |
| School Paper? | Yes | No |
| Basketball? | Yes | No |
| Football? | Yes | No |
| Other Sports? | Yes | No |

If Yes, List: _____

Any other activities I have not mentioned? List: _____

_____

20. What did your parents think about the school(s) you went to? _____

_____

_____

21. What did your parents think about your school activities? _____

_____

_____

22. What did your parents think of your activities at home and other places? then?

_____

_____

23. Did you see your parents as being supportive of you while you were in school?

No — If No, go to Part B

Yes — If Yes, go to Part A

A. In what way? _____

_____

Go to Question 24

B. In what way were they not? _____

_____

24. Did you see your teachers as being supportive of you while you were in school?

No — If No, go to Part B

Yes — If Yes, go to Part A

A. In what way? _____

_____

Go to Question 25

B. In what way were they not? _____

_____

25. How were you treated by the other kids in school? _____

_____

_____

26. Was there someone you considered your best friend then?

Page 10 ← No — If No, go to Part B

Yes — If Yes, go to Part A

A. Who was that person? _____

| | | | |
|---|---|---|---|
| Classmate | Same Class | Older | Younger |
| Non-Classmate | Same Class | Older | Younger |
| Family Member | Parent/Adult | Sibling | Other |

Go to Question 27

No Best Friend → B. Why was that? _____

_____

Best Friend → 27. Did you go out on dates in school?

_____ No If No, go to Part B

_____ Yes If Yes, go to Part A

A. About how often? _____

_____ Go to Question 28

B. Was it a problem for you that you didn't? _____

_____

_____

28. Did school get harder or easier as you got older? _____

_____

_____

Why do you think that was? _____

_____

_____

## III. Health

1. Have you or anyone else in your immediate family (husband/wife, children, parents, brothers, sisters) had any significant health problems, besides colds and flu and so on? For example, rheumatoid arthritis, thyroid problems, diabetes, or any other major health problems?

Page 11 ← No If No, go to Question 2

_____ Yes If Yes, go to Part A

A. Relationship _____ What _____

Relationship _____ What _____

Relationship _____ What _____

Relationship _____ What _____

All

2. Has anyone in your distant family (grandparents, aunts, uncles, cousins) had any significant health problems, besides colds and flu and so on? For example, rheumatoid arthritis, thyroid problems, diabetes, or any other major health problems?

No If No, go to Question 3

Yes If Yes, go to Part A

A. Relationship _____ What _____

Relationship _____ What _____

Relationship _____ What _____

Relationship _____ What _____

3. Is there a history of allergies, hay fever, or eczema in your immediate family?

No If No, go to Question 4

Yes If Yes, go to Part A

A. Relationship _____ What _____

Relationship _____ What _____

Relationship _____ What _____

Relationship _____ What _____

4. Is there a history of allergies, hay fever, or eczema in your distant family?

No If No, go to Question 5

Yes If Yes, go to Part A

A. Relationship _____ What _____

Relationship _____ What _____

Relationship _____ What _____

Relationship _____ What _____

5. Is there a history of mental health problems such as depression in your immediate family?

No If No, go to Question 6

Yes If Yes, go to Part A

Page 12

Fam. Mental Health Cont.

A. Relationship_____ What_____

Relationship_____ What_____

Relationship_____ What_____

Relationship_____ What_____

No Family Mental Hlth History

6. Is there a history of mental health problems such as depression in your distant family?

No If No, go to Question 7

Yes If Yes, go to Part A

A. Relationship_____ What_____

Relationship_____ What_____

Relationship_____ What_____

Relationship_____ What_____

7. Have you ever been treated by a physician or a counselor?

No If No, go to Question 8

Yes If Yes,go to Part A

A. What was that for? (1)_____

(2)_____

(3)_____

(4)_____

B. When was that? (1)_____

(2)_____

(3)_____

(4)_____

8. Do you take any kind of medication?

Page 13

No If No, go to Question 9

Yes If Yes,go to Part A

A. What is that for? _____

B. How long have you been taking that? _____

9. Did you take any kind of medication when you were in school?

No If No, go to Question 10

Yes If Yes, go to Part A

A. What medicine was that? _____

B. What was that for? _____

C. How long did you take that? _____

D. What was the dose? _____

10. Do you drink alcoholic beverages?

No If No, go to Question 11

Yes If Yes, go to Part A

A. How often do you drink? Monthly Weekly Daily

11. Have you used cocaine or marijuana or similar drugs?

Page 14

No If No, go to Question 12

Yes If Yes, go to Part A

A. What kind of drugs have you used? (1)_____

(2)_____

(3)_____

(4)_____

B. When was that? (1)_____

(2)_____

(3)_____

(4)_____

C. How often did you use _____? (1)_____

(2)_____

(3)_____

(4)_____

All

12. Have you had any serious accidents?

No If No, go to Question 13

Yes If Yes, go to Part A

A. How were you injured? (1) _____

(2) _____

(3) _____

(4) _____

B. When was that? (1) _____

(2) _____

(3) _____

(4) _____

13. Are you or anyone in your immediate family left-handed? Yes No

14. Is there a family history of:

| | | | |
|---|---|---|---|
| Developmental Disabilities? | Yes | No | Relationship: _____ |
| Mental Retardation? | Yes | No | Relationship: _____ |
| Emotional Disturbances? | Yes | No | Relationship: _____ |
| Epilepsy? | Yes | No | Relationship: _____ |
| Hyperactivity? | Yes | No | Relationship: _____ |
| Attention Deficit Disorder? | Yes | No | Relationship: _____ |
| Heart Problems? | Yes | No | Relationship: _____ |
| Serious Behavior Problems? | Yes | No | Relationship: _____ |

## IV. Social

1. Do you live by yourself?

Page 15

Yes If Yes, go to Question 2

No If No, go to Part A.

Live with

A. Who else lives with you?

- Parents
- Roommate(s)
- Spouse
- Other (Specify)_____

B. Does anyone else live there?

- No — If No, go to Question 2
- Yes — If Yes, go to Part C

C. Who is that? _____

All

2. Have you had other living arrangements since 1978?

- No — If No, go to Question 3.
- Yes — If Yes, go to Part A

A. What were they? _____

_____

_____

_____

_____

3. Are you married now?

- Page 16 ← No — If No, go to Part B
- Yes — If Yes, go to Part A

A. How long have you been married? _____

(1). Were you married before that? _____

- Page 16 ← No — If No, go to Question 4
- Yes — If Yes, go to Part (2)

Single

(2). How long were you married then? _____

(3). Were you married before that? _____

- Page 16 ← No — If No, go to Question 4
- Yes — If Yes, go to Part (4)

3rd Marriage Continued

(4). How long were you married then? _____

(5). Were you married before that?

No — If No, go to Question 4

Yes — If Yes, go to Part (6)

(6). How long were you married then? _____

Go to Question 4

Not Married

B. Have you ever been married before?

No — If No, go to Question 4

Yes — If Yes, go back to Part (2) → Page 15

End Marriage Section

4. What do you do in your spare time? _____

_____

_____

_____

V. Employment

1. Are you currently employed?

Page 18 ← No — If No, go to Part B

Yes — If Yes, go to Part A

A. What kind of work do you do? _____

_____

_____

(1). How many hours per week do you work? _____

(2). How long have you worked there? _____

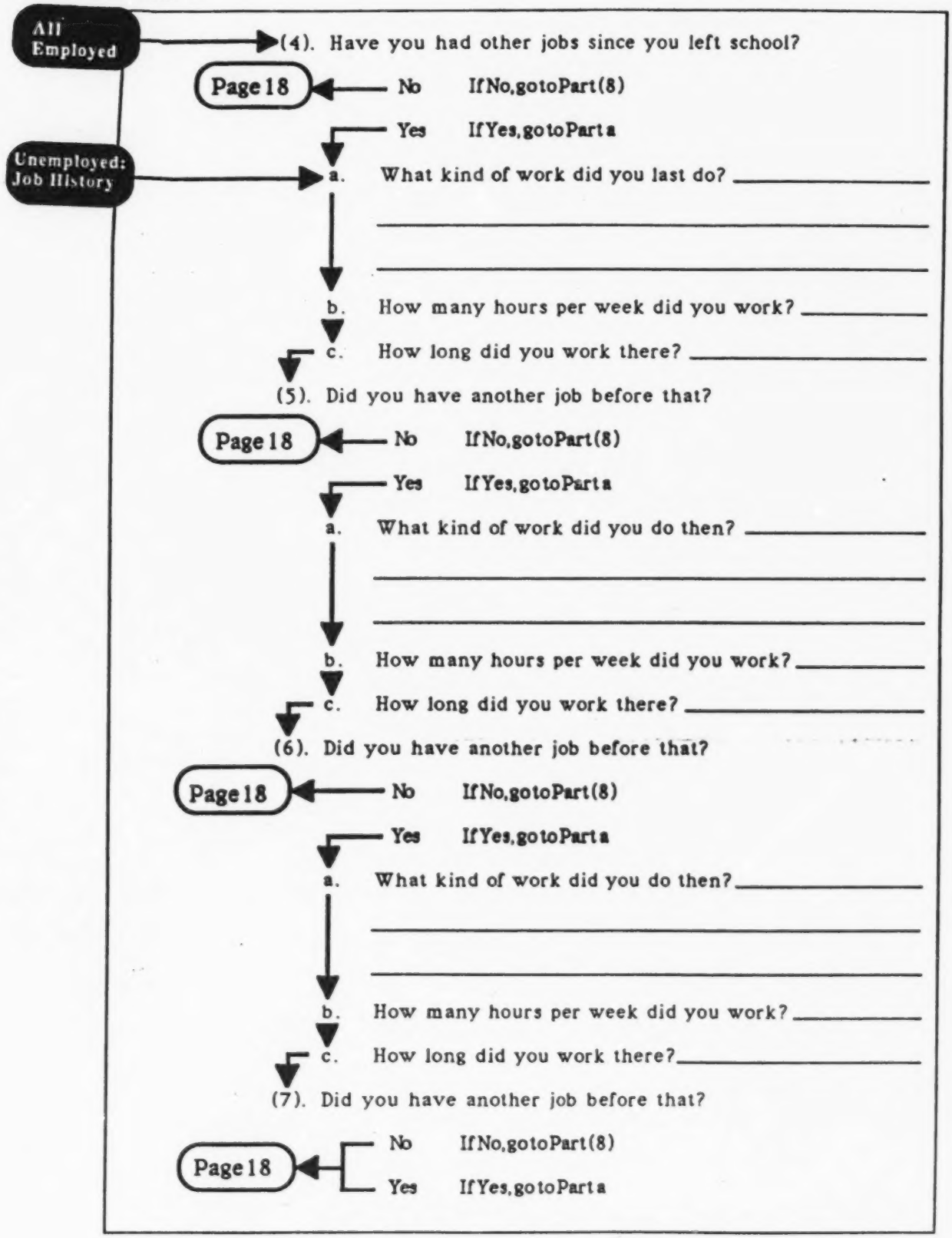
(3). Are you now looking for another job? _____

Page 17 ← No — If No, go to Part (4)

Yes — If Yes, go to Part a

a. Why is that? _____

_____


All Employed
(4). Have you had other jobs since you left school?
Page 18
No
If No, go to Part (8)
Yes
If Yes, go to Part a
Unemployed: Job History
a. What kind of work did you last do?
b. How many hours per week did you work?
c. How long did you work there?
(5). Did you have another job before that?
Page 18
No
If No, go to Part (8)
Yes
If Yes, go to Part a
a. What kind of work did you do then?
b. How many hours per week did you work?
c. How long did you work there?
(6). Did you have another job before that?
Page 18
No
If No, go to Part (8)
Yes
If Yes, go to Part a
a. What kind of work did you do then?
b. How many hours per week did you work?
c. How long did you work there?
(7). Did you have another job before that?
Page 18
No
If No, go to Part (8)
Yes
If Yes, go to Part a

Another job → a. What kind of work did you do then? _____

_____

_____

b. How many hours per week did you work? _____

c. How long did you work there? _____

End Employment History → (8). Have you had any problems with the people you have worked with?

No — If No, go to Question 2

Yes — If Yes, go to Part a

a. What kind of problems have you had? _____

_____

_____

Go to Question 2

Currently Unemployed → B. Are you currently looking for a job?

Yes No

(1). Have you had other jobs since you left school?

Yes — If Yes, go back to Part A. (4) a. → Page 17

No — If No, go back to Part A. (8)

2. Do you receive money from the government?

No — If No, go to Question 3

Yes — If Yes, go to Part A

A. What is that for? _____

B. Approximately how much do you receive? _____

3. Do you regularly receive money from your family?

Page 19 — No — If No, go to Question 4

Yes — If Yes, go to Part A

A. How often is that? _____

B. About how much do you receive? _____

All

4. Do you regularly receive money from friends?

No — If No, go to Question 5

Yes — If Yes, go to Part A

A. How often is that? _____

B. About how much do you receive? _____

5. Would you say your annual income is (Circle response)

Less than $10,000 per year,

Between $10-$20,000 per year,

Between $20-$30,000 per year, or

Over $30,000 per year

6. If you and your spouse ever find you are short of money to meet some expenses, where do you get the money? _____

_____

_____

7. Who do you support financially? _____

_____

If student does not specify "myself", go to Part A

A. Do you support yourself? Yes No

If Yes, go to Section VI

If No, go to Part B

B. Who provides most of your support? _____

_____

## VI. Family Environment

1. When you were a child, how did you get along with your (parents/parent figure ) ? Very Well Good OK Not so Good

2. How do you get along with your (parents/parent figure) now? Very Well Good OK Not so Good

Page 20 ← If student is an only child, go to Question 5

3. When you were a child, how did you get along with your brothers and sisters

Very Well Good OK Not so Good

4. How do you get along with your brothers and sisters now?

Very Well Good OK Not so Good

5. Are you turning out to be the kind of person your family expected you to be? Please explain.

_____

_____

_____

## VII. Children

1. Have (you/your spouse/partner) had any complicated pregnancies or deliveries, or pregnancy related problems?

No If No, go to Question 2

Yes If Yes, go to Part A

A. What kind(s) of complications were those? _____

_____

_____

2. Do you have any children?

Page22 ← No If No, go to Section VIII

Yes If Yes, go to Part A

A. What age?____ boy or girl?____ Does he/she live with you? Yes No

What age?____ boy or girl?____ Does he/she live with you? Yes No

What age?____ boy or girl?____ Does he/she live with you? Yes No

What age?____ boy or girl?____ Does he/she live with you? Yes No

What age?____ boy or girl?____ Does he/she live with you? Yes No

What age?____ boy or girl?____ Does he/she live with you? Yes No

What age?____ boy or girl?____ Does he/she live with you? Yes No

What age?____ boy or girl?____ Does he/she live with you? Yes No

3. Are any of those children living with you adopted?

No If No, go to Question 4

Yes If Yes, go to Part A

A. What age(s)? _____ Is that a boy or girl? _____

What age(s)? _____ Is that a boy or girl? _____

What age(s)? _____ Is that a boy or girl? _____

4. Are any of those children living with you stepchildren?

No If No, go to Question 5

Yes If Yes, go to Part A

A. What age(s)? _____ Is that a boy or girl? _____

What age(s)? _____ Is that a boy or girl? _____

What age(s)? _____ Is that a boy or girl? _____

What age(s)? _____ Is that a boy or girl? _____

5. How is/are your child/children doing at school? _____

_____

_____

_____

6. How is/are your child/children doing at home? _____

_____

_____

_____

7. How would you describe yourself as a parent in comparison with your parents?

_____

_____

_____

_____

**VIII. Public Life**

All

1. Have you ever volunteered for community activities such as coaching a team or working with children or adults?

   No — If No, go to Question 2

   Yes — If Yes, go to Part A

   A. What kind of activities were those? _____

   _____

   _____

2. Are you registered to vote? Yes No

3. Are you an active member of a church group Yes No

   Were you as a child Yes No

4. Do you belong to any civic groups?

   No — If No, go to Question 5

   Yes — If Yes, go to Part A

   A. Which ones are those? _____

5. Do you have a driver's license?

   Yes — If Yes, go to Question 6

   No — If No, go to Part A

   A. Why is that? _____

   _____

   Page 23 — If student has never had driver's license, go to Question 7

   If student has formerly had driver's license, go to Question 6

6. Have you ever been charged with any moving traffic violations?

   Page 23 — No — If No, go to Question 7

   Yes — If Yes, go to Part A

   A. About how many times altogether? _____

   Page 23 — If more than 2 violations, go to Part C

1 or 2 prior violations → B. What kind of violations (were those/was that)? _____

_____

More than 2 violations → C. How long has it been since your last ticket? _____

No traffic violations → 7. Have you ever been arrested for any non-traffic offenses?

Page 24 ← No — If No, go to Question 8

If student says several or many times, go to Part I

Yes — If Yes, go to Part A

A. What was that for? _____

_____

_____

B. How old were you then? _____

C. What happened as a result of that? _____

D. Have you ever been charged with any other offenses?

Page 24 ← No — If No, go to Question 8

Yes — If Yes, go to Part E

E. What was that for? _____

_____

_____

F. How old were you then? _____

G. What happened as a result of that? _____

H. Have you ever been charged with any other offenses?

Page 24 ← No — If No, go to Question 8

Yes — If Yes, go to Part I

I. About how many times have you been arrested altogether, both as a juvenile and adult? _____

J. How old were you when you were first arrested? _____

K. How long has it been since you were last arrested? _____

L. What kinds of offenses have you been charged with mostly?

_____

_____

M. Have any of those charges ever resulted in a jail or prison sentence?

No — If No, go to Question 8

Yes — If Yes, go to Part N

N. What is the longest sentence you have ever received? _____

_____

All → 8. Would you say that the following things are harder for you, easier for you, or about the same as they are for most people you know?

| | | | |
|---|---|---|---|
| Learning a new skill | Harder | Easier | About the same |
| Doing well in educational activities | Harder | Easier | About the same |
| Trying out new experiences | Harder | Easier | About the same |
| Starting a new job | Harder | Easier | About the same |
| Going new places | Harder | Easier | About the same |
| Keeping a job | Harder | Easier | About the same |
| Getting along with people at work | Harder | Easier | About the same |
| Working hard all day | Harder | Easier | About the same |
| Following through on plans | Harder | Easier | About the same |
| Doing what you know is right | Harder | Easier | About the same |
| Keep trying to solve a problem | Harder | Easier | About the same |
| Feeling close to family and friends | Harder | Easier | About the same |
| Helping other people | Harder | Easier | About the same |
| Having someone supervise you | Harder | Easier | About the same |
| Reading directions and understanding | Harder | Easier | About the same |

9. Has there been someone inside or outside your family who has been a strong influence on you?

No — If No, go to Question 10

Yes — If Yes, go to Part A

A. Who is that person? _____

B. How has he/she influenced you? _____

_____

_____

C. Would you say that's been a positive or a negative influence?

Positive Negative

10. Has there been an experience that has had a strong influence on your life?

No — If No, go to Question 11

Yes — If Yes, go to Part A

A. What was that? _____

_____

_____

B. What effect did that have on you? _____

_____

_____

11. As a person, how do you think you influence others? _____

_____

_____

12. What are the most positive aspects of your life today? _____

_____

_____

13. What are the most negative aspects of your life today?

14. Is there anything else you would like to add about your life?

STUDENT INTERVIEW

VIII. Other Data

There is some information we need about your family when you were a child in order to complete the file.

1. Did your parents have other children besides you?

| Sex | Date of Birth | Lived w/child | Sex | Date of Birth | Lived w/child |
|---|---|---|---|---|---|
| ___ | _____ | Y N | ___ | _____ | Y N |
| ___ | _____ | Y N | ___ | _____ | Y N |
| ___ | _____ | Y N | ___ | _____ | Y N |

2. Did these other children live in the same household with you from 1968 (Yes or No for each child)

3. Did both of your natural parents live in the same household with you fron 1978? (Get dates if they did not live live in household)

4. Did you live with a step-parent from 1968 to 1978? (Get dates if he/she lived with step-parents)

5. We will be sending you a summary of the information we found from the _____ elementary school. Remember it will not contain names, just t students that did various things.

6. What address should we use for you?_____

_____

7. Is this the best phone number for you or is there a better one?

_____

Thank You

The only way to understand the effectiveness of school programs is to know hc are doing.

## APPENDIX D

## COVER LETTER AND STUDENT QUESTIONNAIRE

April 3, 1989

College of Education
Utah State University
Logan, UT 84322-6580

Dear _____:

We are conducting a study funded by the U.S. Department of Education in order to determine the impact of school programs. To do so, we have selected some students who were in the second grade at _____ Elementary School in 1968, and are interested in finding out what they are doing now. Your name was among those selected, and we would appreciate your answering the enclosed questions. All the information will be summarized and no names will be used, thus insuring the confidentiality of your responses.

After you have completed the questionnaire, please return it in the pre-paid envelope at your earliest convenience. Your help is greatly appreciated.

Thank you.

Sincerely,

Carol Tingey, Ph.D
Project Director

dpr

Enclosure

## Student Questionnaire

Name:
Address:

1. Did you complete elementary school? Yes No (circle one)
   a. How did you feel about school then? _____

2. Did you attend high school? Yes No
   a. Did you graduate? Yes No
   b. What was the highest grade you completed? _____
   c. How did you feel about school then? _____

3. Have you attended any schools such as jr. college, college, or any trade schools? Yes No
   If so, how many years did you complete? _____
   What did you study? _____

4. Did you have any special problems in school (e.g., reading, math)? Yes No
   If so, what were they? _____

5. Were you held back in any grades? Yes No

6. Were you ever in any special reading, math, or other special classes? Yes No
   If so, what classes were they? _____
   How did you feel about those classes as compared with other classes? _____

7. Do you feel your present reading ability is as good as it needs to be? Yes No

8. Do you feel your present math ability is as good as it needs to be? Yes No

9. Did you think your parents and teachers were supportive of you while you were in school? Yes No
   In what ways were or weren't they? _____

10. Did school get harder or easier as you got older? Harder Easier
    Why was that? _____

11. Are you left-handed? Yes No

12. Are you married? Yes No
    If not, with whom do you live? _____

13. Do you have children? Yes No
    If so, how many? _____
    How are they doing at home and at school? _____

14. Are you currently employed? Yes No
    If so, what kind of work do you do? _____
    How many hours a week do you work? _____
    How long have you been employed there? _____
    What is your annual income? _____

15. Do you receive money from the government? Yes No
    About how much do you receive? _____



Thank you very much for taking your time to assist us in our study.

## APPENDIX E

## COVER LETTER AND PARENT QUESTIONNAIRE

April 3, 1989

College of Education
Utah State University
Logan, UT 84322-6580

Dear _____:

We are conducting a study funded by the U.S. Department of Education in order to determine the impact of school programs. To do so, we have selected some students who were in the second grade at _____ Elementary School in 1968, and are interested in finding out how they are doing now. Your child, _____, was one of the students selected, and we would appreciate your answering the enclosed questions. All the information will be summarized and no names will be used, thus insuring the confidentiality of your responses.

After you have completed the questionnaire, please return it in the pre-paid envelope at your earliest convenience. Your help is greatly appreciated.

Thank you.

Sincerely,

Carol Tingey, Ph.D
Project Director

dpr

Enclosure

Parent Questionnaire

Name:

Address:

1. Did your child complete elementary school? Yes No (circle one)

   a. How did s/he feel about school then? _____

   _____

2. Did your child attend high school? Ye No

   a. Did s/he graduate? Yes No

   b. What was the highest grade s/he completed? _____

   c. How did s/he feel about school then? _____

   _____

3. Has your child attended any schools such as jr. college, college, or any trade schools? Yes No
   If so, how many years did s/he complete? _____

   What did s/he study? _____

   _____

4. Did your child have any special problems in school (e.g., reading, math)? Yes No
   If so, what were they? _____

   _____

5. Was your child held back in any grades? Yes No

6. Did you see your child's teachers as being supportive when s/he was in school? Yes No
   In what ways were or weren't they? _____

   _____

7. Is your child married? Yes No
   If not, with whom does s/he live? _____

   _____

8. Does your child have children of her/his own? Yes No
   If so, how many? _____

9. Is your child currently employed? Yes No
   If so, what kind of work does s/he do? _____

   _____

   How many hours a week does s/he work? _____

10. We would also like to contact your child. What is her/his current address and telephone number?

    _____

    _____

Thank you very much for taking your time to assist us in our study.